

BASIC HUNTER EDUCATION PROGRAM

Description of Duties

In compliance with Sections 23-19-11, 12, 13 Utah Code: The instructor must recruit, register, train, test and qualify, as established by the Utah Division of Wildlife Resources, hunter education students; issue certification to those students who complete such training; maintain necessary records to be housed in the Division of Wildlife Resources permanent file.

Qualifications / Requirements

All applicants for the position of volunteer basic hunter education instructor must be of high moral character. Those failing to meet high standards may be denied certification. Hunting, outdoor skills, teaching and public speaking experience are highly desirable. Certification as a hunter education instructor is available without regard to race, creed, national origin, sex or physical handicap.

Instructors must set an excellent example of safe, mature and ethical behavior both in and out of the classroom. Alcoholic beverages must never be used before or during a basic hunter education class. Profanity has no place in a basic hunter education class. Instructors must keep in mind that they are representing not only themselves, but also the Utah Division of Wildlife Resources, and are expected to conduct themselves in a manner which reflects high professional standards and good judgment at all times.

A person must be 21 years of age or older to become a certified basic hunter education instructor. Instructors will be certified for a period of five years. Minimum program requirements must be met for an instructor to maintain current certification. The completion of a basic hunter education instructor course requires a person to:

1. Attend the approved certification course conducted by a division approved hunter education program trainer.
 2. Pass a criminal background check assessing suitability to work with children under the age of 18 years and to serve as an instructor.
 3. Obtain a passing score of at least 80% on a written test.
 4. Obtain a passing score of at least 50% on a shooting practical test.
- **Spring Seminars:** Instructors will be required to attend at least two spring seminars every five years, to maintain a current certification. Seminars will be offered throughout the state, and will consist of information on new teaching techniques, training aids and program changes.
 - **Hunter Education Training Academies:** The Academy program brings together the very best instructors in the various aspects of hunter education. Instructors who attend receive intensive training on the importance of basic hunter education and specific training on how to improve their teaching skills for their classes. A registration fee may be charged to those who attend an Academy. Instructors may handle this by obtaining a sponsor to pay the fee for them. Civic groups, recreation departments and county wildlife federations are good contacts for obtaining sponsorship. This fee can vary from year to year.

To maintain current certification, Basic Hunter Education Instructors must:

- Teach at least one course in each calendar year.
- Attend at least two spring seminars every five years.
- Turn in the Course Information/Instructor Time Sheet (HE-04) and Roll Sheet (HE-05) associated with each course within two weeks after the completion of the basic hunter education course.
- Successfully pass a background investigation every five years.

If an instructor's certification lapses, an instructor recertification course must be completed before that individual can teach another class in the Hunter Education Program.

Uniforms

The red shirt has become the trademark and uniform of the Utah Basic Hunter Education Instructor. By wearing the uniform shirt, the instructor is set apart from the students in the class and gains the respect due an authority figure. To insure uniformity throughout the state, the following guidelines should be adhered to when wearing the red uniform shirt:

- Short or long sleeve shirts may be worn.
- Shirts will be neat and clean with tails tucked in at all times.
- Only the following patches may be worn:
 - 1 Hunter Education Instructor patch – one-half inch below the shoulder seam, centered on the left sleeve.
 - 2 Sponsoring club affiliation patch – one-half inch below the shoulder seam, centered on the right sleeve.
 - 3 Instructor Academy patch – centered on the left breast pocket.
 - 4 Hunter Education Instructors Association patch – centered on the right breast pocket.
 - 5 Name tag or plate, one-half inch above the right pocket.

Course Length

The basic traditional hunter education program is a minimum of 12 hours of classroom instruction which includes administering the written test. The time required for the shooting test is in addition to the 12 hours of classroom instruction. Instructors, however, may increase the course content to fit their needs. Instructors **may not** eliminate any of the required material from their training classes. The basic internet field day is a minimum of five hours.

The required subjects for basic hunter education include: firearm safety, hunter ethics, conservation and outdoor survival.

Student Fees and Registration

The basic traditional and basic internet hunter education program fee is \$10.00. The Wildlife Board has authorized the use of a Hunter Education registration certificate system to pay for Hunter Education Program courses. This \$10.00 fee includes the class registration certificate, as well as a hunting license (which will act as the temporary certificate of completion "blue card" until one is mailed to the graduate). This registration certificate may be purchased anywhere hunting and fishing licenses are sold. If the

student is under the age of 18, a parent or legal guardian must sign the registration certificate giving authorization for the student to attend class. The student will then bring this registration certificate (not separated) to class with him/her.

TRAINING AIDS

Videos & DVDs

Using videos and DVDs in a basic hunter education program class adds variety to the instruction and provides special emphasis to key concepts. To achieve the most benefit from a video or DVD, the concepts and facts the student should be looking for in the video should be discussed before the video is shown. A review of these important points should follow the showing.

Videos and DVDs can be obtained at any supply outlet. Videos and DVDs should be reserved prior to the time of actual showing. The demand for certain videos and DVDs are extremely high during the peak training months.

Damaged videos and DVDs should be marked and labeled in writing and brought to the division's attention when returned.

Firearms and Archery Equipment

Firearms and archery equipment may be available for instructors to use as class training aids and for use on the range. The Salt Lake Hunter Education office, regional offices, Division of Wildlife Resources public shooting facilities, or VAC's may have .22 rimfire rifles, muzzleloader rifles and compound bows for instructor use. Remember to reserve firearms well in advance of the class.

The firearms and archery equipment is available through the generosity of Browning, Thompson / Center Arms, Hoyt / Easton and others.

After firing any division supplied firearm on the range, it must be thoroughly cleaned prior to returning it to the supply outlet.

Brochures and Handouts

Because of availability and cost of the brochures and handouts, these items available for students may change from time to time. All handouts available at any given time will be issued from any supply outlet upon request.

Miscellaneous Training Aids

A variety of opportunities of procuring training aids are available for instructors to pursue. Damaged firearms and archery tackle may be available from local gunsmiths or pro shop, either outright or on loan, to show students in the training program. Ammunition, firearms, archery, and trapping companies usually offer handouts upon request to volunteer hunter education program instructors. The IHEA website www.ihea.com is also a great resource for training aids.

Often times the best training aids are those developed by the instructor because of a particular classroom need, for example, a plastic tube to show a smooth bore shotgun barrel. Training aid construction need not be elaborate.

TERMINAL LEARNING OBJECTIVES

Learning objectives are guidelines for the instructor, as well as the student. They are an itemized list of what is expected to be taught and what each student is expected to learn. The following list of standards comes from the IHEA and provides a guideline of the subjects to be covered in class in order to meet the minimum standards and learning objectives.

IHEA Standards

Hunter Education Certification Standards

Adopted 2008

Recommended by International Hunter Education Association in cooperation with Association of Fish and Wildlife Agencies

The minimum requirement for certification shall include the following core standards:

1. Introduction

Rationale: Hunter education students should know the purpose and benefits of hunter education and how their dollars are collected and spent

1. The purpose of hunter education (to produce safe, knowledgeable, responsible and involved hunters) and why it is important (firearm, shooting and hunting accident prevention; improved hunter compliance and behaviors)

2. Hunting Safety

Rationale: Reduction of hunting and shooting related injuries and fatalities

1. Basic rules of shooting and hunting safety (e.g. Point muzzle in safe direction, treat every firearm with respect due a loaded gun, be sure of target and what is in front of and beyond the target, keep finger off the trigger until ready to shoot)

2. **Proper loading and unloading of firearms** (courteously acknowledging and accepting firearm with action open, gun pointing in safe direction at all times, knowing action type, correctly carrying and matching ammunition, knowing location(s) of safety)
3. **Different action types** (bolt, lever, semi-automatic, pump and break)
4. **Different safety mechanisms** (push button, hammer, lever, tang, slide, grip, etc.)
5. **Matching the proper ammunition to the firearm** (match data stamp on firearm to head stamp on ammunition.)
6. **Safely transport a firearm** (while in a vehicle, boat, ATV or other transportation method)
7. **Safely enter and exit a ground blind or elevated stand** (Always pointed in safe direction, unloaded, checked, cased, ammunition separate, hauling line, sling, etc.)
8. **Safely cross an obstacle or traverse hazardous terrain, one method alone; the other method while with a partner.** (muzzle control, unload when crossing, and carry positions.)
9. **Safe zones of fire** (area in which a hunter can shoot safely, hunter communication, know where your hunting companions are at all times.)
10. **Appropriate carry methods** (position within the group may vary)
11. **Safe shot selection** (i.e. various backgrounds, vital zones, angles of shots/animals, skyline animals, flock shooting, clothing of hunters/others, foreground, zones of fire) that present safe/unsafe and/or unethical shot opportunities
12. **Determine whether barrel is free from obstruction** (always point in safe direction, open action, check to be sure chamber/magazine is unloaded, check from breech and/or use appropriate accessories such as a barrel light)
13. **Why hunters should wear blaze orange clothing for most hunting situations and/or why it is better than other colors while in the outdoors** (to be seen)
14. **Alcohol or drugs impair skills and judgment while handling sporting arms** (coordination, hearing, vision, communications and good judgment)
15. **Safe cleaning procedures and proper storage of firearms** (always pointed in a safe direction, unloaded, checked, cased, and/or placed/locked in a gun safe, ammunition stored and locked separately, gun locks/accessories in place, etc.)
16. **Safety principles involving archery equipment** (finger and arm protection, covered broad heads and inspection of arrows/strings/cables)
17. **Safety principles involving muzzleloaders** (never blowing down barrel, using brass accessories, using a powder measure to pour in barrel; never smoking, marked ram rod etc.)
18. **The value of eye and ear protection while practicing with a firearm** (hearing damage and eye injuries.)

3. Hunter Responsibility

Rationale: Obeying hunting laws helps protect resources, people and property; poor hunting behavior is cited as the number one reason people oppose hunting.

1. **The reasons for hunting laws and rules and how they are established.** (Public safety opportunity, fair chase, fair share, conservation of resources, etc.; federal and state/provincial statutes, regulatory processes, local ordinances and policies)
2. **Familiarity and compliance with hunting regulations.** (Where to obtain licenses, legal hunting seasons, legal means and methods, hunter orange requirements, tagging requirements, transporting requirements, trespassing laws, penalties and violations)
3. **The role of hunter ethics** (hunter behavior, image, unwritten rules, hunter's code of ethics, fair chase)
4. **How hunters can portray a positive public image** (attire, sportsmanship, ensure lands remain open to hunting, landowner relations)
5. **A quick, clean kill.** (distance estimation, vital zones, shot selection, marksmanship skills)
6. **The steps to properly care for game from the field** (tagging requirements/ownership, field care of game, safe transport from field to camp)

4. Outdoor Safety

Rationale: Hunter safety applies to heart attacks and outdoor fatalities and injuries that are not related to firearm incidents

1. **Conditions that affect a hunter's ability to be safe and responsible** (Overweight, health conditions, known allergies, physical conditioning, preparation, clothing, mental attitude/aptitude, vision, hearing, etc.)
2. **Why a hunter needs to develop a hunting plan for every hunt** (preparation, communications with companions, knowledge of location, emergency preparedness, hunting safety, etc)
3. **Causes, prevention, symptoms and field treatments of hypothermia and heat exhaustion and factors which cause each** (understanding hypothermia - the cooling down of core body temperature caused by cold, wind and wet conditions coupled with lack of preparation, emergency preparedness, mental state and knowledge demonstrated by victim; understanding heat exhaustion - the heating up of the core body temperature caused by hot, sunny and humid/dry conditions coupled with lack of preparation, emergency preparedness, mental state and knowledge demonstrated by victim)
4. **Methods of signaling for help when lost in the outdoors** (signals of three, signal signs, mirrors, whistles, etc.)

5. **Basic components that should be included in a survival kit** (signaling, shelter construction, fire building, first aid, water)
6. **Wearing a personal flotation device while hunting when using a boat** (To prevent drowning)

5. Wildlife Conservation

Rationale: Show how hunters positively affect wildlife management

1. **How hunting supports wildlife management and conservation** (population dynamics – wildlife is a renewable resource, regulated hunting has never led to threatened/endangered wildlife populations, hunting is an effective wildlife management tool, hunters dollars have helped many game and non-game species rebound from low populations through effective habitat management and research, etc.)
2. **The importance of key wildlife principles** (wildlife management, conservation, habitat, carrying capacity, limiting factors, biological surplus, renewable resource, succession)
3. **The importance of proper wildlife identification** (game identification, non-game identification, differentiation between sexes)

TESTING

Failure to pass any of the following tests constitutes failure of the course. Instructors may work with individual students where extenuating circumstances may exist. Reading problems can be considered on a case-by-case basis. Keep in mind; we are helping the students, not trying to hinder them.

- **Written Test:** each student must take the Basic Hunter Education Written Test. This test consists of 50 questions. A score of 38/50 (75 percent) or higher must be achieved to pass the written test.
- **Attitude Test:** the students' attitude is determined each class period. A student may fail this test at any time. Poor attitude should not be tolerated. A poor attitude in the classroom is indicative of a poor attitude in the field. Try to handle the problem in less extreme ways, but keep in mind, that students with severe attitude problems may be expelled and instructed to register again when they are capable of handling themselves in an adult manner.
- **Shooting Test:** a shooting proficiency test consisting of live-firing a .22 rimfire rifle is required to pass the Basic Hunter Education Course. Animal targets are placed 50 feet from the shooter. Students must fire 10 shots in the prone position, 10 shots in the sitting or kneeling position, and 10 shots from the standing position. 50 percent or 15 shots must be in the kill zone of the animal targets.

The purpose of this test is not only to see if the student can responsibly and safely shoot a .22 rimfire rifle, but it also helps to teach where the vital areas are on game animals. However, it is acceptable for an instructor to shift the kill zone of the animal on the target to capture a student's best shot grouping.

Students failing to perform safely during range activities shall be deemed to have failed the firearm safety portion of the course.

***Military Exemption:** In accordance with Utah Administrative Code R657-23, a member of the United States Armed Forces or Utah National Guard is exempt from the shooting practical test portion required in a hunter education class if they can provide proof to the hunter education instructor of passing firearms training in the United States Armed Forces or Utah National Guard. This exemption applies only to the shooting test portion of the class. They are still required to successfully complete all other portions of the class.

Range Familiarization Practices

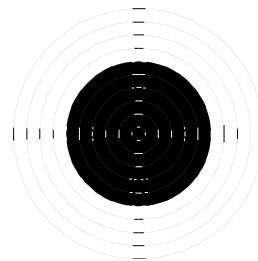
Range activities involving live-fire are mandatory in all Utah Basic Hunter Education courses.

During range training and testing, instructors are required to maintain direct supervision of students at any time live ammunition is in use. At no time should students be allowed to possess live ammunition and firearms except under direct supervision of an instructor.

In any range activity, one instructor shall be designated as range officer and will be responsible for supervision of all training activities.

In addition to the required range testing, an instructor may offer a complete range familiarization to students in shotgun, muzzleloader, and centerfire. The actual cost of the ammunition and clay targets can be passed on to the students at cost for this type of training. This is a voluntary activity. Students may not be failed for not participating.

RANGE PROCEDURES



Introduction

Few things in our culture produce more yearnings and daydreams in youngsters than firearms. Firearms are seen on television in cowboy and police programs. Firearms are part of our oldest tradition and modern culture. Firearms can be scary and fascinating, but should be understood and respected.

Firearms are not owned only by hunters and target shooters. Firearms are present in over 75 percent of the homes in the United States.

Many Basic Hunter Education instructors have a law enforcement and/or military background. To them, firearms are weapons. To our Basic Hunter Education instructors, firearms should be firearms. Remember, weapons kill people; firearms are used in hunting wildlife and target shooting.

Few things can be as rewarding as watching a student put a group of 5 shots in the target or hit that first clay pigeon. A good instructor can make it happen.

The question is often asked, "Should instructors shoot on the range with their students?" Basic Hunter Education instructors are considered experts about conservation, wildlife law, survival and most of all, firearms. Many instructors are expert shots. It can be demoralizing to a student that is having trouble shooting to watch someone hit the bulls-eye every time. So, maybe it's better to help students and let them *wonder* just how good their instructor is.

Safe Firearm Handling

The rules of safe firearm handling are simple and must be followed at all times.

The following material is a composite from the National Rifle Association, the National 4-H Shooting Sports Development Committee and the Utah Hunter Education staff.

1. Treat each firearm like a loaded firearm.

Consider each firearm to be loaded and treat it accordingly, even if you just unloaded it.

2. Always control the muzzle of your firearm.

You must decide what the safest available muzzle direction is and keep your firearm pointed in that direction. Never point your firearm at yourself or others.

3. Keep your finger off the trigger until your sights are on the target.

The natural instinct when picking up a firearm is to put your finger in the trigger guard. DON'T! This could cause an accidental discharge if the gun is loaded.

4. Be sure of your target and what is beyond.

Never point your firearm at something you do not intend to shoot.

Make sure you positively identify what you are shooting at and know what lies in front of and beyond it.

Range Rules

Range rules are used for everyone's safety. When on the range, the instructor is in charge. Here are a few rules that should be followed:

- Follow all commands given by the range officer.
- When the command "cease fire" is given, all actions should be opened and chambers emptied immediately and firearms placed on the ground.
- No "horse play" is allowed on or near the range at any time.
- Always use eye and ear protection while on the range.
- Never go forward of the firing line unless given permission by the range officer.
- Never handle any firearm while anyone is down range.

Recommended Range Commands

To standardize the range commands, the following commands are suggested:

- **"Cease Fire"** - Stop shooting immediately!! The range officer will give a strong verbal command.
- **"Ground Firearms"** - All actions must be open and the chambers empty. The range officer will visually check firearms on the firing line.
- **"Range is Closed"** - No one is to handle any firearm, for any reason, while the range is closed. All actions must be open, chambers empty and firearms on the bench, on the ground or in the gun rack.
- **"Range is Open"** - All shooters may pick up their firearms and begin shooting.

COURSE OUTLINE

The Basic Traditional Hunter Education course outlined herein is the minimum course that is acceptable for students to obtain the Utah Hunter Education certificate of completion. It includes the recommendation of the International Association of Fish and Wildlife Agencies Hunter Education Study Team, International Hunter Education Association and the Utah Hunter Education Task Force. It covers the 4 basic areas as follows:

- **General** - Course overview is to include our hunting heritage, the importance of hunter attitude, anti-hunting trends, the importance of hunter education, accident trends and the role of the division in hunter education.
- **Safety** - Safety should include the safe handling of firearms, ammunition and basic ballistics. The instructor should also stress the value of marksmanship, target identification, black powder safety, bowhunting safety, and target range procedures.
- **Hunter Responsibilities** - This area includes the responsibilities each hunter has to himself / herself, survival and the importance of being prepared. Also included are philosophies on hunter ethics, personal satisfaction, fair chase and respect for all segments of the human population; the wildlife resource and its environment; wildlife laws; and basic principles of wildlife conservation.
- **Practical Range Experience** - The practical range experience includes the mandatory range qualification with the .22 rimfire rifle. Although not mandatory, where possible, range familiarization with shotgun, muzzleloading rifles, handguns, archery equipment and centerfire rifles should also be included.

The following course outline gives instructors a good idea of the amount of time that should be spent on each topic, along with a list of required videos to cover the topic. References are cited from the **Utah Hunter Education Manual** from Kalkomey Enterprises, Inc. This reference will supply the instructor with the information needed to effectively present the subjects as listed herein.

Keep in mind that this is a guideline. Instructors are encouraged to involve students as much as possible in the learning process with group discussion and question and answer sessions. Instructors are encouraged to develop individual lesson plans and training aids to best cover all the subjects. Subjects listed here must be covered. Delivery should reflect the instructor's own personality and imagination to better get points across to students so they will be safe, knowledgeable, responsible and involved sportsmen.

The instructor training course with the Hunter Education Instructor's Manual and the educational concepts section of this manual will give instructors ideas on how to present the subjects and ideas included in the required course outline.

**UTAH DIVISION OF WILDLIFE RESOURCES
BASIC TRADITIONAL HUNTER EDUCATION
STUDENT COURSE OUTLINE**

SUBJECT	VIDEO	TIME
<u>CLASS ONE</u>		
○ Introduction & Registration	“The Last Shot”	24 minutes
○ Hunter Responsibility & Ethics	“Measure of The Hunt/Hunter’s Path”	71 minutes*
○ Wildlife Management		25 minutes
○ Conservation Officer Visit		60 minutes*
<u>CLASS TWO</u>		
○ Wildlife Management (continued)	“Building Tomorrow”	40 minutes
○ Hunting Heritage & Early Firearms History		10 minutes
○ Rifles		20 minutes
○ Shotguns		20 minutes
	“Shoot/Don’t Shoot”	30 minutes
<u>CLASS THREE</u>		
○ Ammunition		15 minutes
○ Firearms Handling & Safety	“Firearms Safety and The Hunter”	60 minutes
○ Cleaning & Storage	(version 2)	15 minutes
○ Marksmanship & Shooting Fundamentals	“Basic Rifle Shooting” (optional)	30 minutes
<u>CLASS FOUR</u>		
○ Wildlife Identification		25 minutes
○ Game Care	“Deer-Game Care”	20 minutes
○ Specialty Hunting		
○ Muzzleloading	“Understanding Muzzleloading Firearms”	55 minutes
○ Handguns		20 minutes
<u>CLASS FIVE</u>		
○ Bowhunting	“Introduction to Bowhunting”	38 minutes
○ Survival	“Survival”	48 minutes
○ Water Safety		10 minutes
○ Special Concerns		24 minutes
○ Alcohol & Drugs		
○ Turkey Hunting		
○ Trapping, Hunting Dogs		
○ All Terrain Vehicles		
<u>CLASS SIX</u>		
○ Hunter Retention	“Where to Go From Here”	35 minutes
○ Course Review		10 minutes
○ Written Test		60 minutes
○ Correct & Review Written Test		15 minutes
<u>CLASS SEVEN</u>		
○ Shooting Test (to be announced)		

*C.O. Visit is approx. 60 minutes during class #1 if at all possible. They will cover most of the Hunter Responsibility and Ethics section- see C.O. visit outline below.

CLASS 1

Revised April 2009

Class Administration

In this section the instructor lets the students know what is expected during the course and stresses the importance of the hunter education program.

Reference	Key Points	Suggested Time Frame
Test sheets, targets, statistics sheet overview sheet (course outline)	<p>Introduce yourself and any assistant instructors with a brief history of your interest in the program and a general overview of what will be covered in the course.</p> <p>Announce the times, dates and location of all classes and talk about the importance of attendance at all sessions. Discuss the written, shooting and attitude tests and the requirements needed to pass each test. Cover accident statistics and the importance and value of hunter education.</p> <p>Discuss expectations of instructors and students</p>	10 minutes
Video	"The Last Shot"	14 minutes

Hunter Responsibility and Ethics

If at all possible, schedule the Conservation Officer visit to your class during this section. See the C.O. visit outline for general guidelines on their presentation. In this section the instructor will stress the fact that the future of hunting depends on hunters behaving in an ethical manner while participating in the sport.

Reference	Key Points	Suggested Time Frame
Students Manual Pg 5	Stress the fact that hunting is a privilege not a right. Let the class know that this privilege can be taken away from individuals who are not responsible enough to obey the laws or from all hunters if public opinion is against the behavior of hunters as a group.	
Students Manual Pg 4-5	Define responsibility in general and hunter responsibility in particular for the class. Group discussion is a good way for participants to self-teach this concept, providing the instructor guides the discussion in the proper direction.	

Students Manual Pg 7-9	Discuss the five behavior stages hunters pass through. Talk about each stage and the fact that there is nothing wrong with any of the stages, merely have different ethical views. Talk about the responsibilities hunters have to themselves, non-hunters, other hunters and the resource.	43 minutes
Students Manual Pg 7-8	Discuss in detail the responsibility each hunter has to the landowner whether the land is public or private	
Video	“The Measure Of The Hunt” or “The Hunters Path”	28 minutes
Principles of Wildlife Management		
After this lesson the student will have a basic understanding of wildlife management and conservation. He/She will be able to discuss the importance of habitat to all wildlife species.		
Reference	Key Points	Suggested Time Frame
Student Manual Pg 13	Define the meaning of the word wildlife as any nondomesticated animal that lives outdoors. Talk about the recreational value of wildlife to the human populations, both hunters and nonhunters alike. Define the term conservation (wise use)	25 minutes
Student Manual Pg 13	Discuss the four elements of habitat (food, water, cover, space) and how arrangement affects wildlife numbers in a given area.	
Student Manual Pg 13 & 15	Discuss the carrying capacity of wildlife habitat, birth rates, death rates, succession and what factors influence the population dynamics.	

CLASS 2

Wildlife Conservation and Management (continued)

This section will give the students an understanding of the role of the hunter in game management programs, who manage wildlife and a brief exposure to game management practices.

Reference	Key Points	Suggested Time Frame
Video	“Building Tomorrow”	25 minutes
Student Manual Pg 15	Discuss fire, food, shelter belts, and the role of the hunter in wildlife management.	15 minutes
Student Manual Pg 15	Discuss the proclamation and how wildlife laws influence wildlife and hunter safety.	
Student Manual Pg 15	Talk about predator control, that it’s a natural occurrence and man (hunter) is predator. Stress how this helps balance animal numbers to available habitat.	
Student Manual Pg 16	Discuss the three types of refuges (big game, waterfowl and non-game), which are to protect suitable habitat for the purpose of increasing wildlife.	
Student Manual Pg 16	Discuss how stocking and introduction of wildlife can re-establish or gain an exotic species that are suitable for a given habitat.	
Student Manual Pg 17	Discuss how we manage wildlife through habitat manipulation. Talk about some of the ways we manipulate habitat. Stress the fact that this benefits wildlife species other than game animals.	
Student Manual Pg 17 & 18	Discuss the role hunting and trapping play in wildlife management. Discuss how hunters contribute to wildlife management programs through license fees and conservation organizations. Refer to charts on page 18.	15 minutes

Hunting Heritage and Early Firearm History

This section will give the student an understanding of our hunting heritage and the progression of firearms.

Reference	Key Points	Suggested Time Frame
	Discuss that early man depended on hunting to survive	10 minutes
	Black powder first used in China for fireworks - Discovery led to development of firearms	

Students Manual Pg 21	Discuss progression of firearms from muzzle loaders to breech loaders	
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Rifles

This section teaches students the function and uses of rifles. Proper terminology is discussed to make students knowledgeable about these firearms.

Reference	Key Points	Suggested Time Frame
Students Manual Pg 21,22	Discuss the difference between rifles and shotguns. Smooth bore vs rifling in the barrel and the purpose of rifling.	20 minutes
Student Manual Pg 21 & 22	Discuss the three main parts of a firearm (barrel, action, stock) and the function of each.	
Student Manual Pg 22, 38-40	Talk about the four basic types of sights (open, peep, telescopic, electronic): uses, advantages, disadvantages of each type.	
Student Manual Pg 23	Discuss safeties (types, uses and misuses). Stress the point that a safety is a mechanical device and can fail. SHOW examples if possible.	
Student Manual Pg 21 & 22	Cover the five main action types. Discuss advantages and disadvantages and the proper use of various action types in hunting situations. SHOW examples if possible.	



Shotguns

This section covers the proper uses, types and effectiveness of shotguns. Proper terminology is discussed making students more knowledgeable about this type of firearm.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 24 - 29	Discuss the main purpose of a shotgun: to cover a large area with many projectiles making it easier to hit a moving target. Cover shotgun gauges and how gauges are determined.	20 minutes
Student Manual Pg 24-25	Discuss barrel length, fixed and interchangeable chokes. Note that longer barrels don't shoot any further. Cover magnum, slug and buck shot loads and their purpose. Talk about the four common choke constrictions and how each can be used.	
Student Manual Pg 27-29	Discuss shot size, patterning and non-toxic shot as it relates to hunting. Note: check with manufacturer or gunsmith on use of steel shot in older shotguns.	

Student Manual Pg 25	Discuss shotgun action types, SHOW examples if possible. Note that Federal law requires a plugged (3 shot) shotgun on migratory birds.	
Video	“Shoot/Don’t Shoot”	30 minutes

CLASS 3

Firearms Safety, Cleaning and Storage and Ammunition

In this section the student will gain an appreciation for the hazardous potential of firearms, their safe use and proper procedures of care and storage of firearms.

Ammunition

In this section the student will learn the difference between shotgun and rifle ammunition. Also, the difference between rimfire and centerfire ammunition and how they work.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 26	Discuss difference between smokeless and black powder, the four parts of a rifle and shotgun cartridge, and rimfire and centerfire.	15 minutes
Student Manual Pg 27	Discuss matching ammunition to caliber on firearm and keeping ammunition in a cool, dry place and locked away from firearms.	
Student Manual Pg 28-29	Discuss the problems of lead shot and non-toxic alternatives. Also, the dangers of Damascus steel barrels and modern ammunition.	

Firearm Handling Safety

In this section students will learn safe firearm handling practices.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 31	Discuss the importance of safe firearm handling and minimizing accidents and shooting safely (ten commandments). Firearms should always be unloaded until ready to fire.	40 minutes
Student Manual Pg 31	Discuss mechanical failures and the solutions (hangfires) and the three major causes of accidents.	
Student Manual Pg 32 - 35	Discuss the zones of fire, know where your hunting partners are, properly crossing obstacles, and proper carrying of the firearm in the field.	

Video	“Firearms Safety & the Hunter”	20 minutes
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Cleaning and Storage

In this section students will learn proper procedures of care and storage of firearms.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 36 - 37	<p>Discuss responsible gun handling in the home.</p> <p>Discuss the needed supervision from an adult when presenting a firearm.</p> <p>Discuss locking devices, muzzle control and keeping actions open.</p> <p>Make the point that a clean firearm is a safe firearm. Make sure the gun is unloaded before cleaning. Be sure the firearm is clean of debris.</p> <p>Use solvents to clean firearm, discuss knowledge of use the detrimental effects of solvents and oil on ammunition. Apply a light coat of oil inside and out of firearm. (DEMONSTRATE basic cleaning technique).</p> <p>Store firearms in a safe, dry place, preferably store firearms muzzle down or horizontal. Never store a firearm in a closed case. Be sure to store firearm and ammunition separately.</p>	15 minutes

Marksmanship & Shooting Fundamentals

In this section the student will be exposed to the importance of good marksmanship. Proper shooting style as well as the legal and ethical implications of good marksmanship will be discussed.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 37	Talk about the importance of being a good marksman from both the safety and the ethical standpoint. Talk about the importance of good vision and how we perceive what we see.	30 minutes
Student Manual Pg 38	Talk briefly about the master eye and how it can affect good marksmanship.	
Student Manual Pg 38	Talk about shotgun marksmanship and the difference between rifle, handgun, and shotgun marksmanship. Discuss the importance of lead and follow through with a shotgun to hit a moving target.	

Student Manual Pg 38-40	<p>Discuss the different shooting positions, advantages and disadvantages of each, and the relative stability of each position. Demonstrate these positions. Discuss using a rest for shooting stability.</p> <p>Discuss types of sights, sight alignment and sight adjustment.</p> <p>Discuss in detail the elements of good marksmanship, trigger control, breath control and follow through. Talk about the advantages of dry firing in learning these skills.</p>	
Student Manual Pg 40	Discuss handgun marksmanship, safe handling and loading of handguns.	
Video	“Basic Rifle Shooting”	

CLASS 4

Wildlife Identification

In this section the instructor will stress the ethical and legal considerations of developing the ability to identify wildlife. Instructor will teach what hunters should look for as identifying marks on big game, small game, upland game birds and waterfowl emphasizing the fact that once they can recognize game species there should be no problem with shooting the wrong species of animal, either game or nongame.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 47 and Wildlife Identification Guide	Talk about the fact that physical characteristics of the various species must be known to identify wildlife. Size shape, coloration of various body parts, and habits or activities must be considered to properly identify species. Give examples. Again stress the importance of identification from the legal and ethical standpoint. Review and answer questions.	25 minutes
Student Manual Pg 47-49	Talk about the fact that wildlife identification can be a fun and rewarding experience year round. Talk about the importance of becoming good at wildlife identification from both the legal and ethical standpoint. Discuss the ethics of shooting the right game animal and the moral obligation each hunter has to know the characteristics of the animal being hunted.	

Game Care

In this section the instructor will discuss with the students the ethical and legal obligations they have to the game they kill.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 42-43	Discuss with your students the importance of a clean one-shot kill.	10 minutes
Student Manual Pg 50-52	Explain that field dressing is the removal of entrails only. Discuss the importance of keeping game meat cool. Stress the importance of the proper dressing equipment.	
Video	"Deer-Game Care"	10 minutes

SPECIALTY HUNTING

In this section the students will gain knowledge of safe handling practices when dealing with primitive firearms. The instructor will discuss primitive firearms hunting opportunities in Utah.

Muzzleloading

Reference	Key Points	Suggested Time Frame
Student Manual Pg 54-55	Stress all rules of safety and that they must be kept in mind. Talk about the selection of the proper muzzleloader for the game to be hunted. (Refer to the current Big Game Proclamation for legal restrictions.) Discuss the parts of the muzzleloader. (Distinguish between percussion and flintlock)	
Student Manual Pg 55	Discuss black powder, Pyrodex or proper substitute that can be used safely in a muzzleloader. Review the four types of black powder and their uses and precautions (ie: heat, spark, impact and static electricity)	
Student Manual Pg 55-57	Discuss and DEMONSTRATE how to determine if a muzzleloader is loaded using a ramrod, how to properly load/unload a muzzle-loader, and define what is legally loaded for a muzzleloader by Utah law. Talk about special safety concerns for muzzleloading (ie: Muzzle-loader could still discharge while unprimed or uncapped. Talk about what to do in case of a hang-fire or misfire, spit patches in freezing temperatures.) Discuss the basic cleaning procedures for muzzleloader.	25 minutes
Video	"Understanding Muzzleloading Firearms"	30 minutes

Handguns

Reference	Key Points	Suggested Time Frame
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<p>Student Manual Pg 58-59</p>	<p>Stress all rules of safety which apply with handguns, also stress special safety concerns with handguns. (ie: Muzzle awareness, grip to avoid slide injury, awareness of cylinder gap on revolvers to avoid injury, eye and ear protection.)</p> <p>Discuss handgun parts.</p> <p>Discuss handgun action types and proper operation. Read owner=s manual (loading/unloading and cocking/decocking)</p> <p>Discuss proper and responsible storage, cleaning and transportation. (ie: what is legally loaded/unloaded for transportation)</p> <p>Talk about what handguns are legal for hunting game. Refer to the current proclamation.</p>	<p>20 minutes</p>

CLASS 5

Bowhunting

In this section students will learn the basic equipment for bowhunting and safety rules.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 60-62	Discuss basic bowhunting equipment (ie: types of bows, arrows, points) Talk about the steps in bow shooting. Discuss bowhunting safety rules. (ie: refer to the twelve rules, page 62) Also refer to the current proclamation for legal restrictions.	15 minutes
Video	"Introduction to Bowhunting"	23 minutes

Survival

In this section the instructor will stress the responsibilities each individual has to himself/herself. The student will gain an understanding of pre-outing preparation and proper behavior if he/she becomes lost.

Reference	Key Points	Suggested Time Frame
Student Manual Pg 64	Talk about the pre-outing preparations, proper mental attitude, proper dress, survival kit.	20 minutes
Student Manual Pg 64-66	Breakdown on survival kit and the importance of multi-use items. Cover map and compass and GPS units.	
Student Manual Pg 64-65	Stress the first thing one should do is admit they are lost, the next step is to build a fire and make preparations to stay put and DON'T PANIC!!	
Student Manual Pg 66-67	Demonstrate fire building and discuss the importance of learning to build a fire by variety of means under differing conditions.	
Student Manual Pg 66-68	Discuss shelters, food, water and preparation to signal rescuers.	

Student Manual Pg 66 & 68	Discuss the importance of first aid. Encourage class participants to become certified in first aid and CPR.	
Student Manual Pg 73-75	Discuss what hypothermia is, what causes it, how to prevent it and its treatment.	
Video	“Survival”	28 minutes

Water Safety		
In this section students will discuss the importance of safety in and around water and where to take a water safety class.		
Reference	Key Points	Suggested Time Frame
Student Manual Pg 71-72	Discuss the twelve reasons most water accidents happen. Discuss the suggested equipment that all boats should have. Discuss how to handle water emergencies.	10 minutes
Special Concerns in Utah		
In this section the instructor will discuss with the students special concerns relating to the behavior of recreational use of the outdoors. Alcohol abuse, and vehicle abuse are subjects which could, with proper education of hunters, give the next generation of hunters the opportunity to set a better example to all segments of the human population.		
Reference	Key Points	Suggested Time Frame
Alcohol and Drugs Student Manual Pg 77	Stress the importance of being sober while handling firearms. Talk about the responsibility each person has to be safe and how alcohol and mood altering drugs can impair a person’s judgment.	24 minutes
Turkey Hunting Student Manual Pg 77-78	Discuss how turkey hunting is becoming more popular in Utah. Explain how important it is to not wear red, white, blue, or black while hunting turkey. It is much safer to sit in one place while calling, don’t call on the move.	
Trapping Student Manual Pg 79-80	Discuss how trapping is related to hunting and an important management tool. Stress that a trapper’s code of ethics must be strongly ingrained in order not to offend other people. Talk about the trapper’s responsibility to the resources. Talk about taking a Furharvester Education course.	

All Terrain Vehicles Student Manual Pg 50-52	Discuss proper and improper uses of all-terrain vehicles. Talk about the environmental consideration of vehicle abuse. Tread lightly.	
Hunting Dogs Student Manual Pg 81-82	Discuss how hunting with dogs can be very rewarding and are a tool to help with recovery of downed game. Explain the importance of training and conditioning of a hunting dog prior to hunting.	

CLASS 6

Reference	Key Points	Suggested Time Frame
Hunter Retention	<p>Discuss the importance of continuing to build upon the knowledge and skills they have been introduced to in basic hunter education.</p> <p>Discuss the various local shooting sport options. Talk about ranges, and places to practice. Stress the importance of continued practice to remain proficient.</p> <p>Pass out the “Where to go from Here” pamphlet and talk about the Utah Shooting Sports and Hunter Education Outreach program opportunities as well as other programs we support such as NRA YHEC. Inform students of Continuing Hunter Education Clinics that you may be offering in the near future.</p>	27 minutes
Video	“Where to go from here”	8 minutes
Student Written Test	Course review.	10 minutes
	Allow one full hour for the final test. Have the students exchange papers and grade the tests.	60 minutes
	Discuss and review questions that were missed on final written test.	15 minutes
	Insist that all tests be turned into the instructor for record of the scores.	

Utah Hunter Education Program Conservation Officer Outline

Topic	Key Points	Suggested Time Frame
Introduction	Introduce yourself and give a brief history or background information to help the class get to know you.	5 minutes
C.O. Duties	Talk briefly about your job description- what are your duties and responsibilities. Give some examples of what you might do in a given day. Pass out “A Career in Wildlife Law Enforcement” brochure.	10 minutes
Wildlife Law	<p>Discuss why we have wildlife laws and how they are created. Introduce the wildlife guidebooks and talk about how and where to find information on the laws. Include reference to the Division of Wildlife Resources website.</p> <p>*Suggested activity- pass out copies of the current guidebooks and show students where to find answers to specific questions.</p> <p>* Stress the importance of their responsibility to know the laws before they go hunting.</p>	15 minutes
Ethics	<p>Discuss in detail the meaning of ethics and responsibility and how it relates to them as hunters. Stress the idea of a “higher standard”. Emphasize the importance of ethical hunter behavior to protect the future of the sport. Discuss their responsibility to report any wildlife violations they may witness while in the field. Consider giving them the poaching hotline number or your contact information.</p> <p>*Optional film- view “Measure of the Hunt” or “The Hunters Path” (approx. 25 min.)</p> <p>*Make your class visit an opportunity to build community relations. Leave them with the message that we are all on the same team.</p>	20 min
Conclusion	Wrap up presentation and allow time for questions from the class.	5-10 minutes

*We would highly recommend that you customize your presentation with personal experiences and photos that help illustrate your point. For example, several officers have developed their own power-point presentations that follow this general outline.

Utah Hunter Education



BASIC INTERNET PROGRAM

UTAH BASIC INTERNET HUNTER EDUCATION COURSE

The Internet course is divided into two distinct portions. It consists of the On-Line Portion, and the Field Day Portion. The On-Line Portion must be completed before moving onto the Field Day Portion.

ON-LINE PORTION

Students will begin this portion by logging on to the DWR website at www.wildlife.utah.gov and follow the prompts to the Internet course. After reading the procedures for completing the course, they can then click on [Begin the online portion of the course](#) and proceed through the On-Line Portion. They can take as many days and as much time as necessary to complete this portion. Most people will complete it within 12 hours. In order to successfully complete the On-Line Portion, **the students must print the completed quizzes at the end of each chapter for turn in at the beginning of the Field Day Portion.**

Basic Internet Program Sections and Quizzes

About Hunting

1. Understanding Hunter Education	Quiz
2. Modern Firearms	Quiz
3. Ammunition	Quiz
4. Firearms Safety	Quiz
5. Shooting Skills	Quiz
6. Hunting Safety	Quiz
7. Special Concerns	Quiz
8. Advanced Techniques	Quiz
9. Hunting Skills	Quiz
10. After the Shot	Quiz
11. Outdoor Skills	Quiz
12. Hunting Responsibility	Quiz
13. Wildlife Conservation	Quiz
14. Wildlife Identification	Quiz

Hunting Opportunities

Students must answer all quizzes 100% correct before they can participate in the Field Day Portion. There are 14 quizzes that each student will turn into the instructor at the beginning of the Field Day Portion.

The students will register and complete the entire Field Day Portion. The students will click on [Schedule for field day portion of the Internet course](#) to view the available Field Day Portion schedule. This schedule will instruct the students on where and when the class will be held and how to register. The students will contact the instructor to register for the Field Day Portion.

FIELD DAY PORTION

The Field Day Portion has 3 phases. 1) Classroom, 2) hands on training, and 3) testing. These three phases may be completed in a variety of ways depending on facilities available to the instructor.

(NO LIVE AMMUNITION PERMITTED IN THE CLASSROOM)

FIELD DAY PORTION OPTIONS

- 1- ONE LOCATION, ONE DAY, START TO FINISH
- 2- ONE LOCATION, TWO DAYS (CLASSROOM AND HANDS ON ONE NIGHT, THEN TESTING ANOTHER DAY)
- 3- TWO LOCATIONS (CLASSROOM AND RANGE), ONE DAY START TO FINISH.
- 4- TWO LOCATIONS, TWO DAYS (EXAMPLE; MEET ON A THURSDAY NIGHT FOR THE CLASSROOM AND HANDS ON PORTION, THEN MEET ON A SATURDAY MORNING FOR THE RANGE PORTION).

- 1) **Classroom** - This can be broken down into the following segments;

Administration- Ensure students have completed and turned into you the completed quizzes from the end of each chapter. Also ensure the students bring their Hunter Education Registration Certificate to the Field Day Portion. If a student purchases their Registration Certificate on-line and has not received the original Registration Certificate you will have to meet with them after they receive the original so you can affix the stamp and sign it. The receipt they print on-line is not a valid license, although it allows them to attend the Field Day Portion. You will need to introduce yourself and what the students will be participating and outline the field day portion.

Classroom lessons- The videos “The Measure of the Hunt”/”The Hunter’s Path” and “Firearm Safety and the Hunter” need to be shown. Following each of the films a discussion and lesson will need to be conducted. A Conservation Office needs to visit your class.

- 2) **Hands-on** - With this phase, 4 stations will need to be readied for the students. The stations are identified in a separate handout. The key to this is hands-on training. The students have spent a lot of time reading and studying the hunter education program on the computer and in the classroom. It is essential that they have an opportunity to experience some basic concepts in a real mode.
The idea is to have 4 stations. The class is divided into four equal groups. The groups then begin at one of the four stations, with the group rotating to the next station when completing the tasks for that station. This is where team teaching and involved parents will really come in handy. We want to ensure that the students have an opportunity not only to participate but understand the concepts put forth in the stations as well. **(REMEMBER, NO LIVE AMMO CAN BE PERMITTED IN THE CLASSROOM.)**
- 3) **Testing** – The testing consists of three items; Written, Shooting and Attitude. The shooting and attitude tests used during the Field Day Portion are the same tests that are used in the traditional courses. The written test is specific to the Internet program. The same standards apply as well.

Basic Internet Hunter Education Field Day Kit Contents

Dummy Ammunition

String

Tape

4 Mock-up Wooden Rifles

1 Lazer-Ed Rifle

1 Lazer-Ed Video

1 Ball Cap

Wildlife Identification Photos

Field Day Stations Outline

Safety Charts

FIELD DAY STATIONS

STATION #1 LOAD / UNLOAD

OBJECTIVE: **ENABLE THE STUDENT TO EFFECTIVELY LOAD AND UNLOAD THEIR OWN .22 RIMFIRE RIFLE AND VARIOUS ACTION TYPES.**

EQUIPMENT NEEDED: DUMMY AMMUNITION AND THE STUDENT'S OWN RIFLE

PROCEDURE: SET THE STUDENT'S RIFLE ON A BLANKET COVERED TABLE. PLACE DUMMY ROUNDS BESIDE THE RIFLE. ALLOW THE STUDENT TO OPERATE THE ACTION, LOAD AND UNLOAD IN A SAFE MANNER.

NO LIVE AMMUNITION IN THE CLASSROOM!

STATION #2 CROSSING OBSTACLES / CARRIES

OBJECTIVE: **ENABLE THE STUDENT TO EFFECTIVELY CROSS OBSTACLES ALONE AND WITH A PARTNER. DEMONSTRATE THE VARIOUS CARRIES FOR GIVEN SITUATIONS.**

EQUIPMENT NEEDED: 2- CHAIRS AND STRING
3- MOCK-UP GUNS, AND BALL CAP

PROCEDURE: SET UP THE OBSTACLE WITH THE TWO CHAIRS AND THE STRING. ALLOW THE STUDENT TO CROSS THE OBSTACLE SAFELY ALONE AND WITH A PARTNER. LET THE STUDENT DEMONSTRATE THE VARIOUS CARRIES ASSOCIATED WITH HUNTING. GIVE SCENERIOS THAT MAKE HIM/HER CHOOSE THE RIGHT CARRY FOR THE SITUATION (EXAMPLE; HUNTING SIDE BY SIDE OR WALKING IN A LINE).



FIELD DAY STATIONS

STATION #3 WILDLIFE ID / SAFETY

OBJECTIVE: THE STUDENT WILL PROPERLY IDENTIFY VARIOUS GAME AND NON-GAME SPECIES FOUND IN UTAH. THE STUDENT WILL DESCRIBE OR RECORD ON PAPER THE ZONE OF FIRE AND THE 4 MAIN RULES OF FIREARM SAFETY.

EQUIPMENT NEEDED: VARIOUS WILDLIFE PHOTOGRAGHS, PAPER, AND PENCILS.

PROCEDURE: SHOW NUMERED PHOTOS TO THE STUDENT. ALLOW THEM TO RECORD ANSWERS ON THE ANSWER SHEET. THEN IN THEIR OWN WORDS LET HIM/HER DESCRIBE THE ZONE OF FIRE AND THE 4 MAIN RULES OF FIREARM SAFETY. REVIEW ANSWERS WITH THE STUDENT.

STATION #4 SHOOT / DON'T SHOOT MARKSMANSHIP

OBJECTIVE: HAVE THE STUDENT PROPERLY IDENTIFY A SHOOT / DON'T SHOOT SITUATION. ENGAGE THE TARGET IF A SHOOT SITUATION EXISTS. THE STUDENT WILL PRACTICE AND DEMONSTRATE THE 4 SHOOTING POSITIONS.

EQUIPMENT NEEDED: LAZER ED RIFLE AND VIDEO, TV, VCR, AND 1 MOCK-UP GUN.

PROCEDURE: SPLIT THE GROUP IN TWO. ONE GROUP WORKING THE LAZER-ED, THE OTHER GROUP WORKING ON THE 4 SHOOTING POSITIONS.



Utah Hunter Education Field Day Stations

Instructions

Students must satisfactorily complete each of the stations. Students should be coached and retested until they satisfactorily demonstrate all the required skills.

Student's Name _____

<u>Station #</u>	<u>Required Skill</u>	<u>Special Conditions</u>	<u>MT/C Pass</u>
1	Loading / Unloading		
1	Using dummy ammo, load and unload their .22 rifles	Muzzle Control Finger off the trigger	
2	Crossing Obstacles / Carries		
2	Crossing a fence alone	Muzzle Control, Unload, Use of Hat	
2	Crossing a fence with a partner	Muzzle Control, Unload, One holds while one crosses then pass both guns	
2	Proper carries / walking side by side	Shoulder, 2-handed, Trail, Sling, or Elbow carry	
2	Proper carries / single file line	Shoulder, 2-handed, Trail, Sling, or Elbow carry	
3	Wildlife ID / Safety		
3	ID wildlife found in Utah	Written on score sheet	
3	Zone of Fire	Written on score sheet	
3	4 Main Rules of Firearm Safety	Written on score sheet	
4	Shoot / Don't Shoot - Marksmanship		
4	Properly engage Shoot / Don't Shoot scenarios	Laser-Ed, TV/VCR	
4	Demonstrate the 4 basic shooting positions	Mock up Rifles; Prone Sitting, Kneeling and Standing	

Evaluators Name _____ Date of Test _____

INSTRUCTORS KEY: Far right hand column: Print a **M, T, or C** if a student must be warned about **M**uzzle control, finger in the **T**rigger guard or **C**areless behavior. (Three of any warning = Instructor conference to decide if student (a) corrected the problem during course; (b) might pass if given another chance; or (c) cannot pass the course.) **Initial box if student successfully completes the task.**

WILDLIFE ID / SAFETY STATION

WILDLIFE ID

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DESCRIBE ZONE OF FIRE:

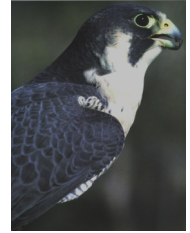
FOUR MAIN RULES OF FIREARM SAFETY:

- 1- _____
- 2- _____
- 3- _____
- 4- _____

WILDLIFE ID / SAFETY STATION

WILDLIFE ID

1. ELK
2. MULE DEER
3. BLACK BEAR
4. MOOSE
5. PEREGINE FALCON
6. DESERT BIGHORN SHEEP
7. BOBCAT
8. BEAVER
9. PELICAN
10. YELLOW-BELLIED MARMOT



DESCRIBE ZONE OF FIRE:

Zones of fire are established so each hunter will not endanger others when they shoot. If three bird hunters were to walk across an open field, the middle hunter's zone of fire would be the birds flying in the center of the field. The zone of fire for the hunter on the right would be the birds flying on the right side of the field. The zone of fire for the third hunter would be the birds flying on the left side of the field.

FOUR MAIN RULES OF FIREARM SAFETY:

1. **TREAT EACH FIREARM LIKE A LOADED FIREARM.**
2. **ALWAYS CONTROL THE MUZZLE OF YOUR FIREARM.**
3. **KEEP YOUR FINGER OFF THE TRIGGER UNTIL YOUR SIGHTS ARE ON THE TARGET.**
4. **BE SURE OF YOUR TARGET AND WHAT IS BEYOND.**

1

TREAT EACH FIREARM LIKE A LOADED FIREARM

**Consider each firearm to be loaded and
treat it accordingly, even if you just
unloaded it.**

2

ALWAYS CONTROL THE MUZZLE OF YOUR FIREARM

You must decide what the safest available muzzle direction is and keep your firearm pointed in that direction. Never point your firearm at yourself or others.

3

**KEEP YOUR FINGER
OFF THE TRIGGER
UNTIL YOUR
SIGHTS ARE ON THE
TARGET**

**The natural instinct when picking up a
firearm is to put your finger in the
trigger guard.**

DON'T!

**This could cause an accidental
discharge if the gun is loaded.**

4

BE SURE OF YOUR TARGET AND WHAT IS BEYOND

**Never point your firearm at
something you do not intend to shoot.**

**Make sure you positively identify
what you are shooting at and know
what lies in front of and beyond it.**

Summary

Instructors

- Decide on an option, location and schedule.
- Pick-up time sheet, patches, stickers, wall certificates and Internet kit. Contact the DWR office nearest you and contact the Salt Lake Hunter Education office at 1-800-397-6999 prior to Field Day Portion and provide the following information.

Field Day Portion information to be posted on the web

Location	Date & time	Registration	Instructor	Fee*
Salt Lake City Lee Kay Center 6000 W 2100 S	Apr. 29, 6–9:00 p.m. Apr. 30, 8:00 a.m.–noon	To register and for information, call (801) 972-1326	John Smith	A \$10.00 Registration Certificate is required

Division of Wildlife Resources

- Advertise Field Day Portion on Web site
- Kits available to check-out at Regional offices and Volunteer Area Coordinators
- Conservation Officers still an important part of the program

Students

- Go to DWR web page and read instructions
www.wildlife.utah.gov/huntereducation/internet_course.html
Begin the online portion of the course
- Complete online portion, reading each section, completing quizzes and print out quizzes
- Purchase Hunter Education Registration Certificate form a license agent or on-line
- Register for the Field Day Portion
Schedule of available field day portion of the Internet Hunter Education course.

Course Outline:

- On-Line Portion
 - Quizzes
- Field Day Portion
 - Classroom Phase
 - Administration
 - Classroom lesson
 - Conservation Officer
 - Hands-on Phase
 - 4 stations
 - Testing Phase
 - Written Test
 - Shooting Test
 - Attitude Test

NO LIVE
AMMUNITION
IN THE
CLASSROOM

**UTAH DIVISION OF WILDLIFE RESOURCES
BASIC INTERNET HUNTER EDUCATION
STUDENT COURSE OUTLINE**

SUBJECT	VIDEO	TIME
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ON-LINE PORTION

- | | |
|-------------------------------------|------------|
| ○ On-line work and print 14 quizzes | 8-10 hours |
|-------------------------------------|------------|

FIELD DAY PORTION

CLASSROOM PHASE

- | | | |
|----------------------------------|-------------------------------------|------------|
| ○ Introduction & Registration | | 24 minutes |
| ○ Hunter Responsibility & Ethics | “Measure of The Hunt/Hunter’s Path” | 71 minutes |
| ○ Firearms Handling & Safety | “Firearms Safety and The Hunter” | 60 minutes |
| ○ Conservation Officer Visit* | | 60 minutes |
| ○ Course Follow-up | “Where to Go From Here” | 35 minutes |

PRACTICAL APPLICATION PHASE

- | | |
|-------------------------------------|------------|
| ○ Work Stations | 90 minutes |
| 1. Loading- Unloading | |
| 2. Crossing Obstacles – Carries | |
| 3. Wildlife ID – Safety | |
| 4. Shoot/Don’t Shoot – Marksmanship | “Laser ED” |

TESTING PHASE

- | | |
|---------------------------------|------------|
| ○ Written Test | 45 minutes |
| ○ Shooting Test | 60 minutes |
| ○ Correct & Review Written Test | 30 minutes |

* Conservation Officer Visit should cover most of the Hunter Responsibility & Ethics section of the class. See C.O. Visit Outline. Any material not covered by the visiting officer will be addressed by the volunteer instructor.